



Make Something:



An Introduction to Project Based Learning 2.0

<http://kbaldwin.tie.wikispaces.net/MakeSomething>



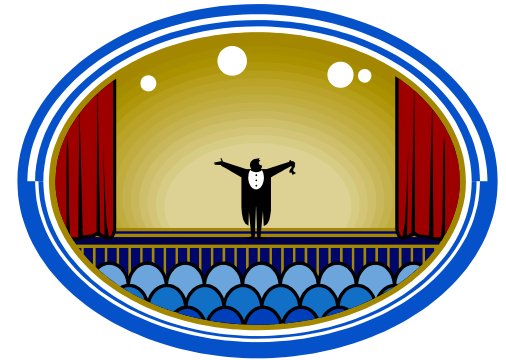
Presented by Kristi Baldwin

Today's Agenda

1. Create a new wikispace, 
2. Generate a word cloud, 
3. Give life to a simple avatar,
4. Screencast a presentation, and
5. Delight your colleagues with a



Enter Stage Left: Project Based Learning



- Today's students are up to the challenge.
- Projects are worth the effort.
- Students live and learn in the real world.
- New contexts encourage the project approach.

From Reinventing Project-Based Learning Your Field Guide to Real-World Projects in the Digital Age by Suzie Boss and Jane Krauss, ISTE

Students pursue solutions to *nontrivial* problems by

- asking and refining questions
- debating ideas
- making predictions
- designing plans and/or experiments
- collecting and analyzing data
- drawing conclusions
- communicating their ideas and findings to others
- asking new questions
- creating artifacts (Blumenfeld et al., 1991).

Essential Components

- A driving question or problem that serves to organize and drive activities, which taken as a whole amount to a meaningful project
- Culminating product(s) or multiple representations as a series of artifacts, personal communication (Krajcik), or consequential task that meaningfully addresses the driving question. (Brown & Campione, 1994).

Hallmarks of Project Based Learning 2.0

- Centerpiece of the curriculum—not an add-on.
- Students
 - engage in real-world activities and practice the strategies of authentic disciplines.
 - work collaboratively to solve problems that matter to them.
- Teachers
 - Integrate technology as a tool for discovery, collaboration, and communication,
 - collaborate to design and implement projects across geographic boundaries & time zones.

Today's Learning, Today's Tools

